



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2008  
Code: 10491224  
SAU: Dresden School Department  
School: Dresden Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 5

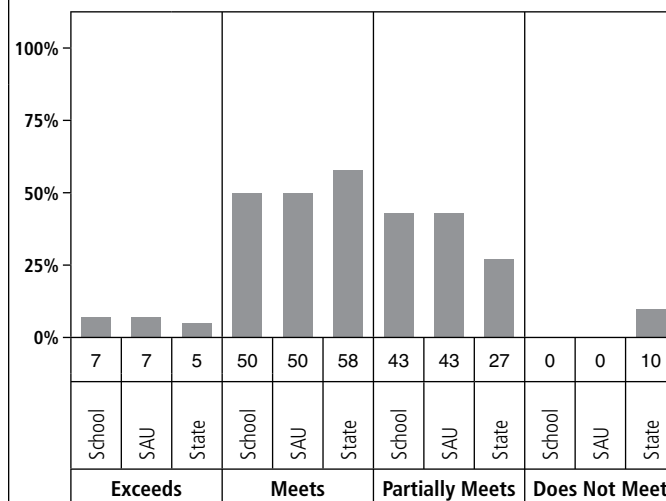
SAU: Dresden School Department

School: Dresden Elementary School

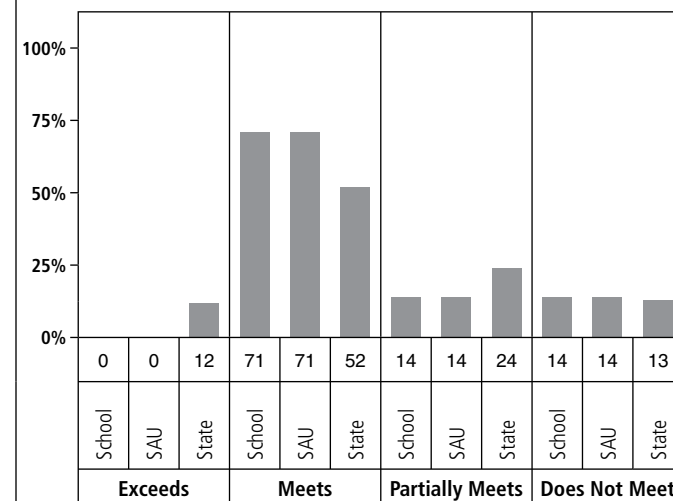
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	543	543	544
2006–2007	539	539	544
<b>2007–2008</b>	<b>543</b>	<b>543</b>	<b>545</b>
Cum. Avg. *	542	542	544
<b>Mathematics</b>			
2005–2006	535	535	543
2006–2007	542	542	546
<b>2007–2008</b>	<b>545</b>	<b>545</b>	<b>546</b>
Cum. Avg. *	540	540	545
<b>ELA – Writing</b>			
2005–2006			
2006–2007	532	532	541
<b>2007–2008</b>	<b>538</b>	<b>538</b>	<b>538</b>
Cum. Avg. *			

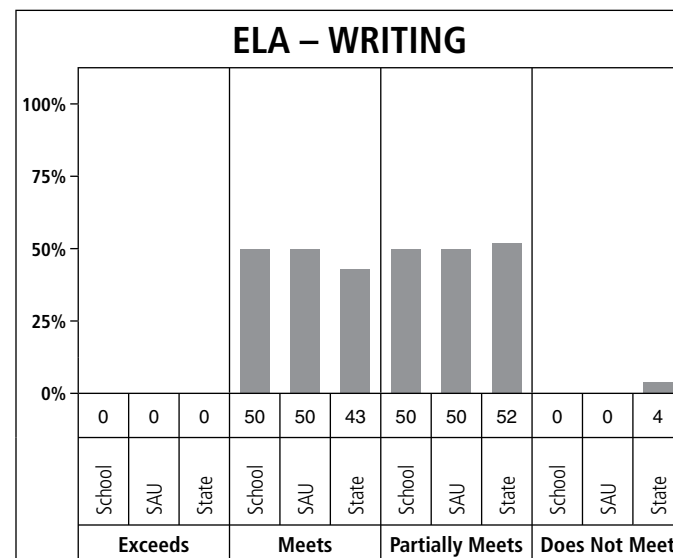
## ELA – READING



## MATHEMATICS



## ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 5  
SAU: Dresden School Department  
School: Dresden Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	15	100	15	100	14240	100	14	93	14	93	14157	100	14	93	14	93	14156	100							14	93	14	93	14107	99
Ethnicity African American/Black	0	0	0	0	404	3	0	0	0	0	396	98	0	0	0	0	398	99							0	0	0	0	388	96
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100							0	0	0	0	118	100
Asian or Pacific Islander	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99							0	0	0	0	197	98
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99							0	0	0	0	171	97
Caucasian/White	15	100	15	100	13339	94	14	93	14	93	13274	100	14	93	14	93	13267	100							14	93	14	93	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	3	20	3	20	2555	18	3	100	3	100	2528	99	3	100	3	100	2526	99							3	100	3	100	2507	99
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99							0	0	0	0	323	96
Economically disadvantaged	6	40	6	40	5574	39	6	100	6	100	5528	99	6	100	6	100	5531	99							6	100	6	100	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	13	87	13	87	11042	78	13	87	13	87	11006	77							13	87	13	87	11127	78
Identified disability (PET/IEP)	2	15	2	15	396	4	2	15	2	15	404	4							2	15	2	15	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	1	7	1	7	2974	21	1	7	1	7	3014	21							1	7	1	7	2845	20
Identified disability (PET/IEP)	1	100	1	100	1996	67	1	100	1	100	1986	66							1	100	1	100	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	0	0	0	0	766	26	0	0	0	0	801	27							0	0	0	0	710	25
Participation through alternate assessment (PAAP)	0	0	0	0	136	1	0	0	0	0	136	1							0	0	0	0	135	1
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100							0	0	0	0	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	1	7	1	7	64	0	1	7	1	7	61	0							1	7	1	7	106	1

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	Dresden School Department
School:	Dresden Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	0	0	0	0	721	5
	2006-2007	0	0	0	0	702	5
	<b>2007-2008</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>7</b>	<b>659</b>	<b>5</b>
	Cum. Total*	1	2	1	2	2082	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	13	57	13	57	7571	53
	2006-2007	4	29	4	29	7730	55
	<b>2007-2008</b>	<b>7</b>	<b>50</b>	<b>7</b>	<b>50</b>	<b>8195</b>	<b>58</b>
	Cum. Total*	24	47	24	47	23496	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	9	39	9	39	4343	30
	2006-2007	7	50	7	50	4182	30
	<b>2007-2008</b>	<b>6</b>	<b>43</b>	<b>6</b>	<b>43</b>	<b>3800</b>	<b>27</b>
	Cum. Total*	22	43	22	43	12325	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	1	4	1	4	1628	11
	2006-2007	3	21	3	21	1419	10
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1362</b>	<b>10</b>
	Cum. Total*	4	8	4	8	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	27.8	57.9	27.8	57.9	29.2	60.8
<b>Literary Text</b>	<b>24</b>	<b>50</b>	14.4	60.0	14.4	60.0	15.0	62.5
<b>Informational Text</b>	<b>24</b>	<b>50</b>	13.4	55.8	13.4	55.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: Dresden School Department  
 School: Dresden Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	14	1	7	7	50	6	43	0	0	543	14	7	50	43	0	543	14016	5	58	27	10	545
<b>Ethnicity</b>																						
African American/Black	0										0						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	14	1	7	7	50	6	43	0	0	543	14	7	50	43	0	543	13148	5	59	27	9	545
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										3						2392	0	26	42	31	536
No	11	1	9	7	64	3	27	0	0	546	11	9	64	27	0	546	11624	6	65	24	5	547
<b>Current LEP</b>																						
Yes	0										0						319	1	36	34	29	537
No	14	1	7	7	50	6	43	0	0	543	14	7	50	43	0	543	13697	5	59	27	9	545
<b>Economically disadvantaged</b>																						
Yes	6	0	0	2	33	4	67	0	0	540	6	0	33	67	0	540	5454	2	48	35	15	541
No	8	1	13	5	63	2	25	0	0	546	8	13	63	25	0	546	8562	7	65	22	6	547
<b>Migrant</b>																						
Yes	0										0						5	0	100	0	0	549
No	14	1	7	7	50	6	43	0	0	543	14	7	50	43	0	543	14011	5	58	27	10	545
<b>Gender</b>																						
Female	4										4						6766	7	62	24	8	546
Male	10	1	10	5	50	4	40	0	0	544	10	10	50	40	0	544	7250	3	56	30	12	543
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1751	1	35	44	21	538
No	14	1	7	7	50	6	43	0	0	543	14	7	50	43	0	543	12265	5	62	25	8	546
<b>Gifted/talented program</b>																						
Yes	0										0						464	27	71	2	1	557
No	14	1	7	7	50	6	43	0	0	543	14	7	50	43	0	543	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 5  
 SAU: Dresden School Department  
 School: Dresden Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	2	42	34	22	540
B. less than one hour	93	1	8	6	46	6	46	0	0	543	93	8	46	46	0	543	66	5	60	27	9	545
C. one to two hours	7	0	0	1	100	0	0	0	0	548	7	0	100	0	0	548	26	5	61	26	8	546
D. more than two hours	0										0						2	3	42	32	23	540
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	57	1	13	4	50	3	38	0	0	544	57	13	50	38	0	544	31	7	63	23	7	547
B. They match some of what I have learned.	36	0	0	3	60	2	40	0	0	545	36	0	60	40	0	545	55	4	61	27	8	545
C. They match just a little of what I have learned.	7	0	0	0	0	1	100	0	0	534	7	0	0	100	0	534	11	2	42	37	19	540
D. There is no match.	0										0						3	1	30	38	31	536
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	21	0	0	2	67	1	33	0	0	541	21	0	67	33	0	541	30	10	68	16	6	549
B. good	36	1	20	3	60	1	20	0	0	548	36	20	60	20	0	548	53	3	59	29	9	544
C. fair	43	0	0	2	33	4	67	0	0	541	43	0	33	67	0	541	15	1	41	40	18	539
D. poor	0										0						2	0	23	38	39	534
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	7	0	0	0	0	1	100	0	0	534	7	0	0	100	0	534	17	3	45	32	19	541
B. about the same as my regular schoolwork	57	0	0	4	50	4	50	0	0	542	57	0	50	50	0	542	67	5	62	26	7	546
C. easier than my regular schoolwork	36	1	20	3	60	1	20	0	0	548	36	20	60	20	0	548	16	6	59	26	9	545
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	0										0						13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	43	0	0	3	50	3	50	0	0	542	43	0	50	50	0	542	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	57	1	13	4	50	3	38	0	0	544	57	13	50	38	0	544	31	9	68	18	6	548
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	14	0	0	0	0	2	100	0	0	534	14	0	0	100	0	534	18	8	64	20	8	547
B. 20 minutes to an hour	79	1	9	6	55	4	36	0	0	544	79	9	55	36	0	544	56	5	62	25	7	546
C. less than 20 minutes	7	0	0	1	100	0	0	0	0	552	7	0	100	0	0	552	12	2	50	32	15	542
D. I rarely read at home.	0										0						13	1	44	38	17	540
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	7	0	0	0	0	1	100	0	0	534	7	0	0	100	0	534	26	3	51	32	14	542
B. six to ten pages	14	1	50	0	0	1	50	0	0	549	14	50	0	50	0	549	28	3	59	28	9	544
C. eleven or more pages	79	0	0	7	64	4	36	0	0	543	79	0	64	36	0	543	47	7	63	23	7	546
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 5  
SAU: Dresden School Department  
School: Dresden Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	0	0	0	0	1415	10
	2006-2007	1	7	1	7	1711	12
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1617</b>	<b>12</b>
	Cum. Total*	1	2	1	2	4743	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	8	35	8	35	6503	45
	2006-2007	6	43	6	43	6778	48
	<b>2007-2008</b>	<b>10</b>	<b>71</b>	<b>10</b>	<b>71</b>	<b>7284</b>	<b>52</b>
	Cum. Total*	24	47	24	47	20565	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	8	35	8	35	3945	28
	2006-2007	4	29	4	29	3884	28
	<b>2007-2008</b>	<b>2</b>	<b>14</b>	<b>2</b>	<b>14</b>	<b>3341</b>	<b>24</b>
	Cum. Total*	14	27	14	27	11170	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	7	30	7	30	2434	17
	2006-2007	3	21	3	21	1683	12
	<b>2007-2008</b>	<b>2</b>	<b>14</b>	<b>2</b>	<b>14</b>	<b>1778</b>	<b>13</b>
	Cum. Total*	12	24	12	24	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.3	55.3	8.3	55.3	9.0	60.0
Cluster 2: Shape and Size	14	29	6.6	47.1	6.6	47.1	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.1	42.0	2.1	42.0	2.2	44.0
Cluster 4: Patterns	14	29	9.5	67.9	9.5	67.9	8.4	60.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: Dresden School Department  
 School: Dresden Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	14	0	0	10	71	2	14	2	14	545	14	0	71	14	14	545	14020	12	52	24	13	546
<b>Ethnicity</b>																						
African American/Black	0										0						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	14	0	0	10	71	2	14	2	14	545	14	0	71	14	14	545	13141	12	53	24	12	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										3						2390	2	29	34	35	534
No	11	0	0	9	82	2	18	0	0	549	11	0	82	18	0	549	11630	13	57	22	8	548
<b>Current LEP</b>																						
Yes	0										0						330	4	36	27	33	536
No	14	0	0	10	71	2	14	2	14	545	14	0	71	14	14	545	13690	12	52	24	12	546
<b>Economically disadvantaged</b>																						
Yes	6	0	0	4	67	1	17	1	17	543	6	0	67	17	17	543	5461	5	46	30	19	541
No	8	0	0	6	75	1	13	1	13	546	8	0	75	13	13	546	8559	16	56	20	9	549
<b>Migrant</b>																						
Yes	0										0						5	0	60	40	0	544
No	14	0	0	10	71	2	14	2	14	545	14	0	71	14	14	545	14015	12	52	24	13	546
<b>Gender</b>																						
Female	4										4						6767	11	51	24	13	546
Male	10	0	0	8	80	1	10	1	10	546	10	0	80	10	10	546	7253	12	52	23	13	546
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1755	1	37	39	23	538
No	14	0	0	10	71	2	14	2	14	545	14	0	71	14	14	545	12265	13	54	22	11	547
<b>Gifted/talented program</b>																						
Yes	0										0						464	58	40	2	0	564
No	14	0	0	10	71	2	14	2	14	545	14	0	71	14	14	545	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 5  
SAU: Dresden School Department  
School: Dresden Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	6	39	29	25	539
B. less than one hour	93	0	0	9	69	2	15	2	15	545	93	0	69	15	15	545	66	12	52	24	12	546
C. one to two hours	7	0	0	1	100	0	0	0	0	550	7	0	100	0	0	550	26	12	55	23	11	547
D. more than two hours	0										0						2	9	37	25	29	539
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	50	0	0	5	71	1	14	1	14	545	50	0	71	14	14	545	38	16	56	19	8	549
B. They match some of what I have learned.	43	0	0	4	67	1	17	1	17	543	43	0	67	17	17	543	48	9	53	26	12	545
C. They match just a little of what I have learned.	7	0	0	1	100	0	0	0	0	560	7	0	100	0	0	560	10	6	37	32	24	539
D. There is no match.	0										0						3	3	24	29	45	532
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	36	0	0	4	80	0	0	1	20	548	36	0	80	0	20	548	31	24	54	14	8	552
B. good	21	0	0	3	100	0	0	0	0	548	21	0	100	0	0	548	47	8	55	25	12	545
C. fair	43	0	0	3	50	2	33	1	17	541	43	0	50	33	17	541	19	2	43	35	20	539
D. poor	0										0						3	1	26	38	36	533
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	7	0	0	0	0	0	0	1	100	524	7	0	0	0	100	524	18	5	42	30	22	540
B. about the same as my regular schoolwork	71	0	0	7	70	2	20	1	10	545	71	0	70	20	10	545	66	11	55	23	11	547
C. easier than my regular schoolwork	21	0	0	3	100	0	0	0	0	553	21	0	100	0	0	553	17	20	51	19	10	549
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	50	0	0	5	71	1	14	1	14	546	50	0	71	14	14	546	21	10	48	26	16	544
B. two or three days a week	50	0	0	5	71	1	14	1	14	544	50	0	71	14	14	544	36	13	54	23	10	547
C. two or three times each month	0										0						27	12	54	23	11	547
D. never or almost never	0										0						15	10	49	25	16	544
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						7	12	44	25	19	543
B. two or three days a week	93	0	0	9	69	2	15	2	15	545	93	0	69	15	15	545	30	13	53	23	11	547
C. two or three times each month	0										0						34	12	54	23	10	547
D. never or almost never	7	0	0	1	100	0	0	0	0	544	7	0	100	0	0	544	29	9	50	25	16	544
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										0						7	7	40	25	28	539
B. 30–45 minutes	29	0	0	4	100	0	0	0	0	551	29	0	100	0	0	551	31	7	49	29	15	543
C. 45–60 minutes	29	0	0	2	50	1	25	1	25	539	29	0	50	25	25	539	40	12	55	23	10	547
D. more than 60 minutes	43	0	0	4	67	1	17	1	17	546	43	0	67	17	17	546	23	18	54	19	9	549
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# ELA-WRITING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	Dresden School Department
School:	Dresden Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	0 0	0 0	0 0	0 0	260 46	2 0
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	4 7	29 50	4 7	29 50	7844 6041	56 43
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	8 7	57 50	8 7	57 50	5365 7330	38 52
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	2 0	14 0	2 0	14 0	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Writing (Standards F &amp; G)</b>	<b>20</b>	<b>100</b>	10.8	54.0	10.8	54.0	10.7	53.5
<b>Stylistic and Rhetorical Aspects of Writing (Standard G)</b>	<b>12</b>	<b>60</b>	5.6	46.7	5.6	46.7	5.6	46.7
<b>Standard English Conventions (Standard F)</b>	<b>8</b>	<b>40</b>	5.2	65.0	5.2	65.0	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: Dresden School Department  
 School: Dresden Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	14	0	0	7	50	7	50	0	0	538	14	0	50	50	0	538	13972	0	43	52	4	538
<b>Ethnicity</b>																						
African American/Black	0										0						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	14	0	0	7	50	7	50	0	0	538	14	0	50	50	0	538	13108	0	44	52	4	538
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										3						2372	0	12	72	16	529
No	11	0	0	7	64	4	36	0	0	539	11	0	64	36	0	539	11600	0	50	48	1	539
<b>Current LEP</b>																						
Yes	0										0						319	0	30	58	12	533
No	14	0	0	7	50	7	50	0	0	538	14	0	50	50	0	538	13653	0	44	52	4	538
<b>Economically disadvantaged</b>																						
Yes	6	0	0	2	33	4	67	0	0	536	6	0	33	67	0	536	5435	0	32	61	7	535
No	8	0	0	5	63	3	38	0	0	540	8	0	63	38	0	540	8537	0	50	47	2	539
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	538
No	14	0	0	7	50	7	50	0	0	538	14	0	50	50	0	538	13967	0	43	52	4	538
<b>Gender</b>																						
Female	4										4						6750	1	55	43	2	540
Male	10	0	0	5	50	5	50	0	0	538	10	0	50	50	0	538	7222	0	33	61	6	535
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1745	0	26	69	5	534
No	14	0	0	7	50	7	50	0	0	538	14	0	50	50	0	538	12227	0	46	50	4	538
<b>Gifted/talented program</b>																						
Yes	0										0						464	2	74	23	0	545
No	14	0	0	7	50	7	50	0	0	538	14	0	50	50	0	538	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-WRITING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 5  
 SAU: Dresden School Department  
 School: Dresden Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	0	29	57	14	533
B. less than one hour	93	0	0	6	46	7	54	0	0	538	93	0	46	54	0	538	66	0	44	52	3	538
C. one to two hours	7	0	0	1	100	0	0	0	0	542	7	0	100	0	0	542	26	0	45	52	3	538
D. more than two hours	0										0						2	0	28	60	12	533
<b>Which of the following best describes how you rate yourself as a writer?</b>																						
A. very good	7	0	0	0	0	1	100	0	0	538	7	0	0	100	0	538	25	1	54	42	3	540
B. good	43	0	0	3	50	3	50	0	0	538	43	0	50	50	0	538	50	0	46	51	3	538
C. fair	36	0	0	3	60	2	40	0	0	537	36	0	60	40	0	537	22	0	29	65	6	535
D. poor	14	0	0	1	50	1	50	0	0	539	14	0	50	50	0	539	3	0	18	63	19	530
<b>How difficult was the writing part of this test?</b>																						
A. harder than my regular schoolwork	0										0						14	0	33	56	10	535
B. about that same as my regular schoolwork	62	0	0	3	38	5	63	0	0	538	62	0	38	63	0	538	65	0	45	52	3	538
C. easier than my regular schoolwork	38	0	0	3	60	2	40	0	0	537	38	0	60	40	0	537	21	0	45	51	4	538
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											